USDA United States Department of Agriculture

SOUTH DAKOTA

TEAM NUTRITION

December 2007

Spot the Block: Using the Nutrition Facts Label to Make Healthy Food Choices

News from U.S Food and Drug Administration

SPOT The Block

Get your food facts first

This program for tweens (youth aged 9-13) urges them to look for the Nutrition Facts Label on the food package and then to read and think about the Nutrition Facts before making food choices. The U.S. Food and Drug Administration is partnering with the Time Warner's Cartoon Network to promote Spot the Block.

The initiative includes: two animated on-air spots on Cartoon Network, a Web page featuring the animated spots and interactive nutrition messages, a nutrition label game, and Spot the Block messages through Cartoon Network's health and fitness initiative. View samples at www.SpotTheBlock.com.

There will be a parent component launched soon. Ideas for parents include encouraging children to use the Nutrition Facts label and using mealtime and grocery shopping as teachable moments.

Key messages from the website include:

1. Check out the serving size. Remember that one package isn't necessarily one serving.

2. Consider the calories. When looking at a food's calories, remember 40 is low, 100 is moderate, 400 is high. (Visit MyPyramid.gov to find out your calorie needs per day.)

3. Choose nutrients wisely. Pick foods that are lower in certain fats, cholesterol, sodium, and sugars when making daily food choices. Nutrients to get less of—trans fat, saturated fat, cholesterol, sodium, sugars—5% Daily Value is low. Nutrients to get more of—potassium, fiber, vitamins A and C, iron, calcium—20% Daily Value is high.

Special points of interest:

- *Media awareness curriculum*
- *Food safety for fruits and vegetables*
- *Shrek™ Activity Messages*
- *Think before you drink!*
- *Mini-grant success story*
- *Evaluation tool for fruits and vegetables*

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Media-Smart Youth: Eat, Think, and Be Active

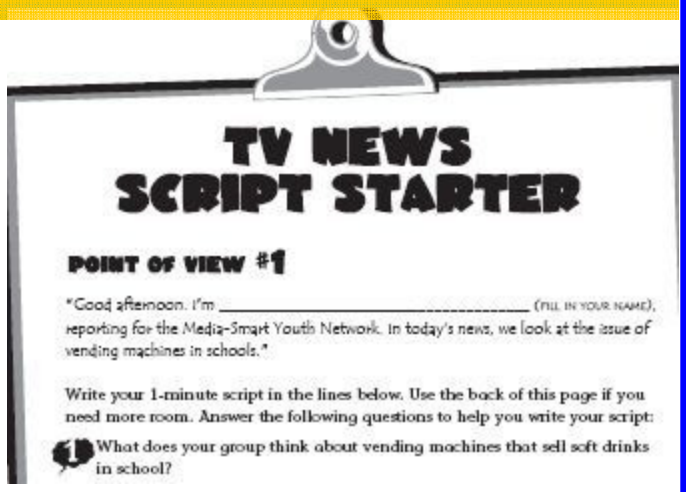
This engaging curriculum helps young people understand the complex media world around them. It will also help them make thoughtful decisions about issues important to their health, specifically nutrition and physical activity.

The National Institute of Child Health and Human Development described their Media-Smart curriculum as follows:

*The **Facilitator's Guide** features 10 structured lessons and a variety of helpful resources. Sample lessons include: *Media & Health—What's the Connection?, What is Advertising?,* and *This Message Brought to You By...*

*A companion **Media-Smart Youth Video and DVD** includes modules for both youth and facilitators.

*Pre- and post-curriculum optional activities––called *Tell Us What You Think* and *Tell Us What You Think Now*––provide facilitators the opportunity to learn what the youth know and think about media, nutrition, and physical activity issues before and after participating in the curriculum.


TV NEWS
SCRIPT STARTER

POINT OF VIEW #1

"Good afternoon. I'm _____ (FILL IN YOUR NAME), reporting for the Media-Smart Youth Network. In today's news, we look at the issue of vending machines in schools."

Write your 1-minute script in the lines below. Use the back of this page if you need more room. Answer the following questions to help you write your script:

1. What does your group think about vending machines that sell soft drinks in school?

*A colorful **6 Media Questions Poster** illustrates the program's media analysis tool.

View this curriculum or order the free kit online at http://www.nichd.nih.gov/msy/program_materials.htm.

Safe Handling of Raw Produce and Fresh-Squeezed Fruit and Vegetable Juices

Because fruits and vegetables are an important part of a healthy diet, it is important to handle them safely to reduce risks of foodborne illness. Harmful bacteria that may be in the soil or water where the produce grows can contaminate the fresh produce. This can also happen during preparation or storage.

*When shopping purchase produce that is not bruised or damaged, choose fresh cut and bagged salad greens only if refrigerated or on ice, and bag fresh fruits and vegetables separately from the meat. Store perishables at 40° F or below. Pre-cut produce should be refrigerated. Sprouts such as bean sprouts should not be eaten raw.

*Prepare by cutting away damaged or bruised areas, thoroughly washing under running water before eating, washing even if you plan to peel before eating, and drying with a clean towel.

*Keep produce separate from other foods and from kitchen utensils used for meat products. Wash cutting boards and counter tops with hot water and soap.

*Fruit and vegetable juices are usually pasteurized to kill harmful bacteria. Fresh-squeezed juices can become contaminated from the inside or the outside of the produce. Untreated products must be labeled.

Some vegetables and fruits are waxed to replace natural coatings or protect from bruising and enhance appearance. The amount of wax is only a drop or two and meets FDA food additive regulations.

Read the entire article at www.cfsan.fda.gov/~dms/prodsafe.html. You can subscribe to an email listserv on news from FDA at www.fda.gov/fdac/default.htm.

Shrek™ Activity Messages on Smallstep.gov

Shrek characters have been added to the Smallstep.gov kids website to encourage young people to be physically active. Shrek and his friends urge children to "Be a Player" and to get up and play an hour a day. The "Shrek Says Game" encourages kids to do activities such as jumping jacks with the donkey, sit ups with Fiona, and running with the pigs. Although the game is web-based, children are warned that if they are on the website for too long they will be reminded to get up and do some physical activity.

"Be a Player" wallpaper and screensavers for the computer are available to download under the "extras" link or they can be saved as pictures or printed as posters. The teachers link leads to materials developed by Scholastic™ for 2nd, 3rd, and 4th grade students to build language arts and math skills as the students learn about health and fitness.

Energy Drinks...Think Before You Drink!

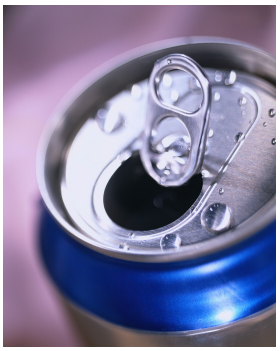
Have you seen those brightly colored cans on the shelf that appear to be soda drinks, with names such as "Full Throttle® Red Bull® even Monster®"? Over 500 new energy drinks launched worldwide this year and many of them promised to help people lose weight, increase muscle, and boost energy. This year about 7.6 million teens said they tried energy drinks—beverages which contain a variety of vitamins, minerals, and other ingredients.

Caffeine: Boosts energy; often found in large quantities—between 70 to 200 mg; (12-ounces of Coke=50 mg);side effects such as rapid heart beat or dehydration if water is not replenished. Avoid consuming energy drinks before, during or after athletic events.

Taurine: Amino acid naturally produced by our bodies; controls heartbeat, muscle contractions, and energy levels; causes the brain to become more excited.

Guarana/guarine: Increases alertness and energy; two times stronger than caffeine; not included in the caffeine total on the label.

B Vitamins: Help our bodies convert substances, such as sugar, to energy. You can harm your body if you overload on these vitamins!



Ginseng & Ginkgo Biloba: Herbs not naturally created by your body; not monitored by the government.

L-Carnitine: Amino acid created naturally in our bodies by our liver and kidneys; "inactive" form can hurt your activity levels.

Sugars: Energy drinks often contain large amounts of sugar. If you plan on exercising for longer than 60 minutes, an energy drink (such as Gatorade or Powerade) with a moderate amount of sugar will provide you with enough energy. If you are not exercising and consume these energy drinks, then this added sugar will not be used by your body and can make you gain weight. A high sugar level can cause a sudden crash in energy levels once the sugar quickly leaves the bloodstream!

Antioxidants: These vitamins can be good for the body as they help to ward off illness (such as colds) and prevent cell damage. But this might be "too much of a good thing." You only need 100% of antioxidants such as Vitamin C, E, or A in one day.

Source: Suzanne Stluka, SDSU Cooperative Extension, and Health Education website at Brown University, July 21, 2007.

United States Department of Agriculture

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TEAM NUTRITION MINI-GRANTS
***gardening**
***fun fruit and veggie events**
***dietitian support**

APPLICATION AT http://doe.sd.gov/oess/cans/nutrition/grants.asp.

HURRY—DEADLINE IS December 20, 2008.

Gardening Success at Lower Brule High School

Lower Brule High School students in horticulture, ProStart (occupational foods), and biology have garnered benefits from their gardening project during the 2006-07 school year. An existing garden was expanded with the help of a SD Team Nutrition mini-grant. similar to the gardening mini-grant being offered for 2008. (See http://doe.sd.gov/oess/cans/nutrition/grants.asp).

Student workers expanded an existing plot; added fencing; and planted asparagus, strawberries, leeks, onions, potatoes, and sweet potatoes. Seedlings for eggplant, tomatoes, and other vegetables were started with the help of a greenhouse in Reliance. Cooks at the school used the harvest from the garden while students learned about the growing habits and needs of the plants, where the edible portions were, and ways of preparing and storing the food.

In Horticulture, a year long class at Lower Brule, students are involved in every aspect of the garden from digging soil to preparing and tasting the produce. Project manager, Sylvia Anne Marchetti, reported cold frames have allowed them to start and grow vegetables beyond the normal outdoor growing season—like eating spinach grown in their cold frame in February! The garden has expanded to includes native plants such as buffalo berries, wild currants, and sand cherries. The ProStart class teaches food preparation and restaurant management skills using the food from the garden. Both the Horticulture and ProStart classes learn about nutrition. Marchetti feels that it is important to have students involved in all aspects of the garden and to enjoy fruits and vegetables that they can grow in their own state. She encourages schools to "keep plugging away" in the face of challenges like changing people's eating habits and getting them to try new foods.